Early On[®] Child Outcomes:
Handbook to Guide the Measurement & Reporting of Child Outcomes for
Early On Michigan

February, 2007

Handbook to Guide the Measurement & Reporting of Child Outcomes for *Early On*® Michigan

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***Early On*® Michigan**

Section 1: *Why do we need to measure and report early childhood outcomes?*

Beginning in 2003, the federal Office of Management and Budget began to use a Program Assessment Rating Tool (PART) to enhance performance-based budgeting within the federal budget. During 2003, 200 federal programs (budget items) were reviewed using PART (including IDEA Part B, 619 preschool & Part C; Head Start; NASA Mars Rover, etc.)

The results were not good:
- 619 & Part C scored very poorly
- neither 619 or Part C had outcomes data, only process data
- neither 619 or Part C had any defined long-term child outcome goals

As a result of advocacy efforts, funding for Part C was retained in the federal budget, but with the stipulation that Part C (and 619) would quickly define and begin to measure outcomes. Some funding streams were not so fortunate, and have been cut from the federal budget (in part or as a whole) as a result of the PART process.

In October 2003, the Early Childhood Outcomes Center[1] (ECO Center) grant was awarded to SRI International to assist OSEP to address PART results (above) and improve both Part C & 619 outcomes.

In December 2004, language was added in the reauthorization of IDEA that mandated that each state develop a State Performance Plan and Annual Performance Report (APR) that includes indicators measuring outcomes data, along with a number of compliance indicators. As a result of the PART assessment and IDEA requirements each state:
- Developed and submitted a State Performance Plan by December of 2005;
- Reported the first Family Outcomes data for the fiscal year July 1, 2005 - June 30, 2006 (delivered in the APR due February 2007);
- Will report the first Child Outcomes data, for fiscal year July 1, 2006 – June 30, 2007, in the APR due February 2008.

While the collection of outcomes data will help Part C respond to the federal attention to accountability, it will also benefit Part C in the following ways:
- directing the focus to outcomes, and beyond process;
- emphasizing the importance of the family's knowledge of *Early On* and their role in supporting their children's development;
- directing greater attention to working in partnership with families to achieve child outcomes;
- retaining federal funding;
- demonstrating positive outcomes, possibly increase federal funding;
- demonstrating outcomes, in order to make a case for state funding.

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[1] **The ECO Center** is a 5-year project funded by the U.S. Department of Education Office of Special Education Programs (OSEP) in October 2003. It is a collaborative effort of SRI International, FPG Child Development Institute at UNC-Chapel Hill, Juniper Gardens Children's Project, the National Association of State Directors of Special Education, and the University of Connecticut Health Center.
http://www.fpg.unc.edu/~ECO/

Section 2: *What are the early childhood outcomes?*

Michigan is measuring three child outcomes, as defined by OSEP in the State Performance Plan and Annual Performance Report. The three child outcomes are the result of the work of the Early Childhood Outcomes Center (ECO Center). They were reviewed and recommended by Results Teams comprised of *Early On* stakeholders from around the state.

The overarching goal for all children is to be active and successful participants in their own learning now and in the future, in a variety of settings. Accomplishments in the various dimensions of each outcome area move a child toward this overall goal.

The child outcomes will be measured by percentage of infants and toddlers with IFSPs who demonstrate improved functioning in the following three areas:

1. **Children have positive social relationships**.

   Examples include (but are not limited to):

   1. Demonstration of secure attachment with the significant caregiver in their lives.
   2. Initiation and maintenance of social interactions.
   3. Behaviors allow them to participate in a variety of settings and situations - on the playground, at dinner, at the grocery store, in child care, etc.
   4. Build and maintain relationships with children and adults.

2. **Children acquire and use knowledge and skills**.

   Examples include (but are not limited to):

   1. Displaying an eagerness for learning.
   2. Exploring their environment.
   3. Attending to people and objects.
   4. Showing imagination and creativity in play.

3. **Children take appropriate action to meet their needs**.

   Examples include (but are not limited to):

   1. Meeting their self care needs (feeding, dressing, toileting, etc.) allowing them to participate in everyday routines and activities.
   2. Using objects (forks, crayons, clay, switches, other devices, etc.) as tools.
   3. Seeking help when necessary to move from place to place.
   4. Following rules related to health and safety.

The three outcomes are functional outcomes, that is, they reflect a child's ability to take meaningful action in the context of everyday living. According to the ECO Center, "The outcome areas cross developmental domains, emphasizing the integration of skills and behaviors across domains for meaningful action. The presence of an isolated skill or behavior gives limited information about a child's functioning. The outcomes address whether a child can integrate skills and put them to use across settings and situations."

These three outcomes are **system** outcomes, and are used to measure the effectiveness of our overall Part C system. They are not expected to be incorporated into individual IFSPs. IFSP outcomes continue to be developed based upon the child and family's needs as identified in the Eligibility Determination process.

Early On® is aligned with Great Start to assure a coordinated system of community resources and supports to assist all Michigan families in providing a great start for their children. The three child outcomes are consistent with the vision for Michigan's early childhood system: "A great start to make every child in Michigan safe, healthy, and eager to succeed in school and life."

The outcomes are also consistent with the Early Childhood Standards of Quality for Infants and Toddlers, which were adopted by the State Board of Education on December 12, 2006.

Michigan will also be measuring **Family Outcomes** as a part of the state's Performance Plan and Annual Report. Those outcomes are measured separately from the child outcomes and are not discussed in this handbook.

Section 3: *How were the early childhood outcomes developed?*

The ECO Center was funded by the U.S. Department of Education, Office of Special Education Programs (OSEP) to develop an approach for collecting data on child and family outcomes for the Part C early intervention and Part B preschool programs of Individuals with Disabilities Education Act (IDEA). The outcomes were developed through a year long consensus-building process that involved input from and review by numerous stakeholders including federal, state and local policy-makers and administrators, local providers, family members of children with disabilities and researchers.

The ECO Center was also asked by OSEP to promote the development and implementation of child and family outcome measures for infants, toddlers, and preschoolers with disabilities. These outcomes (or results) will be used in local, state, and national accountability systems.

The work of the ECO Center will contribute to the:

1. Development of data on outcomes for young children with disabilities that can be aggregated and reported at the national level.

2. Regular use of outcome data for documenting program effects and improving programs at the local and state levels.

Each state needs to measure early childhood outcomes since the data is used for federal and state accountability purposes and to improve programs.

Section 4: *What is the schedule for child outcomes measurement?*

Implementation of child outcomes measurement will occur in three phases, or cohorts. The 57 local service areas were divided into three cohorts, which are largely representative of the state in terms of race and geographic basis. Geographic representation is based on data system (EETRK) variables that describe the population size and racial makeup of each service area:

- Major Urban Centers;
- Counties with Metro Areas;
- Counties with Medium-Size Cities;
- Counties with Small-Size Cities; and
- Rural.

These cohorts will be used for both the child outcomes data collection as well as the ongoing Service Provider Self Review (SPSR) that is part of the new Continuous Improvement and Monitoring System (CIMS). The three cohorts are listed below:

Cohort 1	Cohort 2	Cohort 3
Allegan	AMA	Barry
Berrien	Calhoun	Bay-Arenac
Clare-Gladwin	Charlevoix-Emmet	Branch
Dickinson-Iron	COP	COOR
Kent	Clinton	Eastern UP
Lapeer	Copper Country	Eaton
Lewis Cass	Delta-Schoolcraft	Gogebic-Ontonagon
Livingston	Gratiot-Isabella	Huron
Manistee	Genesee	Ingham
Mason-Lake	Hillsdale	Ionia
Menominee	Jackson	Iosco
Muskegon	Kalamazoo	Marquette-Alger
Oakland	Lenawee	Mecosta-Osceola
Oceana	Macomb	Monroe
Saginaw	Midland	Newaygo
Shiawassee	Montcalm	St. Clair
St. Joseph	Ottawa	Traverse Bay
Van Buren	Sanilac	Washtenaw
Wexford-Missaukee	Tuscola	Wayne

Because of OSEP reporting requirements, local service areas in Cohort 1 must begin to collect and report child outcomes data for the federal fiscal year (FFY) that began July 1, 2006 and ends June 30, 2007.

The following year, July 1, 2007 to June 30, 2008, Cohort 2 will begin to collect and report child outcome data.

Finally, for the year July 1, 2008 to June 30, 2009, Cohort 3 will join the child outcome data collection process and from then on, all service areas will collect and report child outcomes data each year. The implementation schedule is listed in the table, below.

Begin collecting data on children enrolling in *Early On* starting:

7/1/06-6/30/07	7/1/07-6/30/08	7/1/08-6/30/09	Ongoing
Cohort 1	Cohort 1	Cohort 1	Cohort 1
	Cohort 2	Cohort 2	Cohort 2
		Cohort 3	Cohort 3

Section 5: *How will the early childhood outcomes be measured?*

According to the ECO Center, "Assessing children's functioning in three outcome areas requires multiple sources of information, including observation, family input, and data from one or more assessment tools. Observation and family input provide information about children's functioning across situations and settings. Data from the administration of a reliable assessment tool can be used to compare a child's skills and behaviors to those of his/her same-age peers." A difficulty, however, is that available assessment tools are primarily organized around domains of development, rather than around functional skills. Further, some items are designed to be administered in settings other than the child's natural, every day environment, making it difficult to understand the child's success in a variety of settings.

An approach to linking assessment tools with the child outcomes is to use a crosswalk of the tool, which indicates how the contents of the assessment support the three child outcomes. Crosswalks for many commonly used tools are available at the ECO Center website (see Resources in Section 8).

A. Data sources:

Data from one or more assessment tools:
For the July 1, 2006 – June 30, 2007 data collection year, evaluation and assessment instruments that service areas are currently using for eligibility determination or IFSP development may be used for child outcome measurement and reporting. **Any instruments used for eligibility determination must meet the requirements set forth in federal regulations**:

> Sec. 303.322(c)(3)(ii) The evaluation and assessment of the child must include the following: An evaluation of the child's level of functioning in each of the following developmental areas: cognitive development, physical development (including gross and fine motor, vision and hearing), communication development, social or emotional development, adaptive development.

and the Michigan State Plan:

> I.(b)(4) Developmental delay will be determined using multiple sources of information, including, at a minimum an appropriate formal assessment measure (standardized developmental test, inventory, or a behavioral checklist).

It is highly recommended that you use assessment tools that have been crosswalked to the Child Outcomes. Service areas may use a crosswalk developed by the ECO Center or a publisher as they measure child outcomes. See http://www.fpg.unc.edu/~eco/crosswalks.cfm for a list of instruments that have been crosswalked by ECO, or consult with *Early On®* Training & TA to find other crosswalks. The crosswalks are not meant to be used as a "checklist" or "score sheet" for measuring child outcomes. ECO does not recommend the use of isolated items or areas of items from any given tool, or use of the assessment tool data alone. Rather, the crosswalk can help you to see the extent of information available for an outcome area from a given assessment tool. (For more information see http://www.fpg.unc.edu/~eco/pdfs/Crosswalk_intro_10-2-06v2.pdf)

Observation
Observation provides information about children's functioning across situations and settings, during natural interactions, and in the context of his or her caregiving environment. Observational assessment adds information to the child outcomes measurement process.

Family input
Family input also provides information about children's functioning across situations and settings. Involving the family in determining the rating on the child outcome form may increase the accuracy of the data, because of the variety and array of information parents have about their children. This partnering with parents fulfills the spirit of the Individuals with Disabilities Education Improvement Act of 2004, which calls for parents to be a part of a family-directed assessment and intervention activities. Parents are keen observers of their child's behavior and have the greatest investment in their progress.

NOTE: For the July 1, 2006 – June 30, 2007 data collection year, to measure outcomes data for children who entered *Early On*® PRIOR to your Child Outcomes training, you will primarily use the data from assessment tools to complete the Child Outcomes form. However, for data collection AFTER your Child Outcomes training, you must begin to incorporate Observation and Family input into the measurement process.

B. Time frame for measuring child outcomes

    i.   Frequency of measurement

Data will be reported for **every child** entering *Early On* starting July 1 of the year data collection begins (2006 for Cohort 1, 2007 for Cohort 2, 2008 for Cohort 3); this includes data collected at Entry, at each Annual review, and at Exit (if the child was enrolled for at least 6 months). Data will not be collected for children that enrolled in *Early On* prior to July 1, 2006.

    ii.   Use of existing assessments

Appropriate developmental assessments performed by qualified personnel from *Early On* or another system may be used to measure child outcomes data if the assessment is recent, i.e. data was collected no more than 90 days before the target entry/annual/exit date. The assessment must also meet the federal and state requirements as listed in Section 5A of this handbook.

    iii.   Length of enrollment in *Early On*

Service areas are responsible for measuring and reporting child outcomes data for every child entering their system. However, exit data need only be measured and reported for children who have been enrolled in *Early On* for at least six continuous months. Note that six months of service generally means 6 months of consecutive service. It refers to time in service, not necessarily with the same program/service provider. If, for example, a child is in a program for 2 months, and the family provides notice of the move and actively takes steps to have their record/IFSP transferred to a new program (i.e. indicates desire to continue services), and

begins services in another program across the state where he receives services for another 4 months, this would be considered equivalent to 6 months of consecutive service.

C. The 7-point Rating Scale

Each child will be rated between 1 and 7 in each of the three child outcome functional areas. The following definitions will be used:

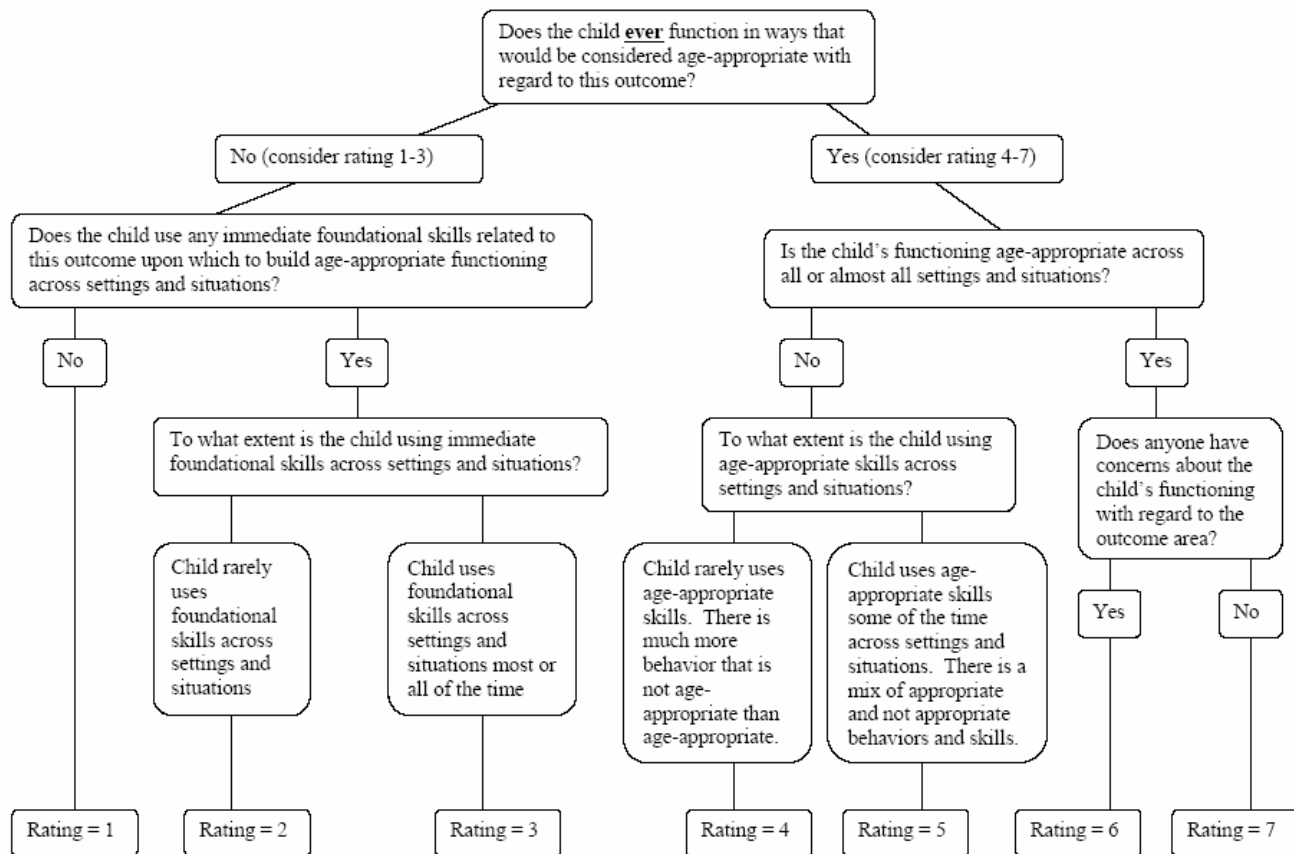| 1	**Not Yet**	Child does **not yet** show functioning expected of a child his or her age in any situation. Child's skills and behaviors also **do not yet include any immediate foundational skills** upon which to build age appropriate functioning. Child's functioning might be described as that of a much younger child.
2	Between Not Yet & Emerging	**Some** of the foundational skills are there, though not all the **immediate** foundational skills.
3	**Emerging**	Child does **not yet** show functioning expected of a child of his or her age in any situation. Child's behavior and skills include **immediate foundational skills** upon which to build age appropriate functioning. Functioning might be described as like that of a **younger child**.
4	Between Emerging & Somewhat	Immediate foundational skills are in place, and child has demonstrated age appropriate skills **once or twice**, perhaps not deliberately.
5	**Somewhat**	Child shows functioning expected for his or her age **some of the time and/or in some situations**. Child's functioning is a **mix** of age appropriate and not appropriate functioning. Functioning might be described as like that of a **slightly younger child**.
6	Between Somewhat & Completely	Child's functioning generally is considered **appropriate** for his or her age but there are **some concerns** about the child's functioning in this outcome area.
7	**Completely**	The child shows functioning expected for his or her age in **all or almost all everyday situations** that are part of the child's life. Functioning is considered **appropriate** for his or her age. No one has any concerns about the child's functioning in this outcome area.

Achievement of the outcomes is age-based, i.e., children of different ages will demonstrate achievement in different ways. Outcomes reflect the child's everyday functioning across a variety of settings and not what the child is capable of under ideal or highly unusual circumstances. If the child has no delay for an outcome, they will be rated a '7', as they are showing functioning expected for their age.

Remember, children in *Early On®* will have a wide range of possibilities for the early childhood outcomes ratings. A child who is eligible under the established condition definition, may not exhibit delay in any of the three functional areas, especially at an early age. Others may be

delayed in only one specific area, such as a child with a speech delay. Finally, some may demonstrate varying delays in each area.

D. Procedures for determining Child Outcomes ratings

Decision Tree for Summary Rating Discussions

Does the child **ever** function in ways that would be considered age-appropriate with regard to this outcome?

No (consider rating 1-3)

Yes (consider rating 4-7)

Does the child use any immediate foundational skills related to this outcome upon which to build age-appropriate functioning across settings and situations?

Is the child's functioning age-appropriate across all or almost all settings and situations?

No

Yes

No

Yes

To what extent is the child using immediate foundational skills across settings and situations?

To what extent is the child using age-appropriate skills across settings and situations?

Does anyone have concerns about the child's functioning with regard to the outcome area?

Child rarely uses foundational skills across settings and situations

Child uses foundational skills across settings and situations most or all of the time

Child rarely uses age-appropriate skills. There is much more behavior that is not age-appropriate than age-appropriate.

Child uses age-appropriate skills some of the time across settings and situations. There is a mix of appropriate and not appropriate behaviors and skills.

Yes

No

Rating = 1

Rating = 2

Rating = 3

Rating = 4

Rating = 5

Rating = 6

Rating = 7

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i.   The process for determining child outcomes data

The measurement of child outcomes data at entry should fit within the existing eligibility and enrollment process, while annual child outcomes data measurement will occur in alignment with the annual IFSP reviews and exit data collection should complement transition out of *Early On®*.

The above decision tree poses questions to aid in the determination of the child outcomes rating. Remember that these questions are simply guidelines; see section 5E below for special considerations to take into account during ratings determination.

Data from the child outcomes ratings will be maintained in a database. As the child grows and learns, the ratings from ENTRY, and ANNUALLY, through EXIT, will be used to measure the child's progress while enrolled in *Early On.*   The child outcomes data provided to the state,

when combined with all child outcome data collected statewide, will help to show the impact of early intervention services.

Entry

Entry means the date the child enrolls in *Early On*, which is the date the family signs the IFSP. The Entry rating should be based on recent data describing the child's development, which was collected no more than 90 days before the enrollment date.

As required in federal regulation, each child referred will go through an eligibility determination process and each child determined eligible must also have had a developmental assessment that will guide the IFSP development. The data collected through the eligibility determination and/or developmental assessment should also be used to inform the child outcomes rating.

Upon determination of eligibility, parents should be informed of the necessity of the collection of the child outcomes data. They will be included in the determination of the ratings from the first set of ratings through exit. The service coordinator should concentrate on describing the child's development, according to the assessment results. The process should be as transparent as possible so that the family understands and has input into the ratings that are determined. Remember that parents might have a very different perspective on their child than an assessment tool, and this could significantly change the rating given. Parents are a vital part of the *Early On* Team, and their input should be considered invaluable. The seven point rating scale should be introduced, and parents should become familiar with the scale. The descriptions of the points on the scale should be referred to often for determining and clarifying the rating. The numbers should not be a 'secret' from families. The aggregate child outcomes data for the State and for the service area will be a matter of public record and it is important that parents understand this process. However, greater emphasis should be placed on the description and the continuum that is possible on the road to achieving the outcomes.

Annual

Annual means a year after the date the child enrolls in *Early On*, in other words, a year after the family signed the initial IFSP. The Annual rating should be based on recent data describing the child's development, which was collected no more than 90 days before the Annual date.

Each child's developmental progress can be rated in conjunction with his or her annual IFSP review. To the greatest extent possible, use existing, ongoing assessment information collected using a comprehensive developmental assessment tool. A service area may decide to use the same comprehensive tool(s) used for eligibility or initial assessment, or select a different comprehensive tool. The assessment information should provide child outcomes data, confirm continuing eligibility, and inform the review of the IFSP.   Some service areas may also choose to use more formalized methods of collecting parent input about their child, such as the Ages and Stages Questionnaire (ASQ). However, the ASQ does not take the place of the comprehensive developmental assessment tool.

It is important at the annual IFSP to include parents in the process of determination of progress. Parents will have important insight into their child's current development which professionals will not have. The previous ratings given for the child are considered, and the rating system for the child outcomes data should be reviewed.

<u>Exit</u>

Exit means the date the child discontinues *Early On* services. The Exit rating should be based on recent data describing the child's development, which was collected no more than 90 days before the Exit date.

Exit from *Early On* might happen for many reasons, as outlined below. Generally, the Child Outcomes data is collected when *Early On* services discontinue, however there are some exceptions.

> *The child has reached age three (3).* Typically the Exit date would be the same as the child's third birthday. Note that in some cases, *Early On* may continue to provide services from the third birthday until the beginning of the following school year [34 CRF 303.3(d)]. In such cases, Exit means the date the child discontinues *Early On* services at the beginning of the next school year.

> *The child has successfully completed the IFSP* and the IFSP team, including the family, agrees that the child no longer requires services; the Exit date is the date that the services actually discontinue.

> *The family has withdrawn from Early On* (after an IFSP is in place and prior to the 3rd birthday) and has declined further services; Exit is the date that the family provides written or verbal indication of withdrawal from services.

> *Early On* is *unable to contact the family* after repeated attempts. In this case, Exit is the date that the IFSP expires, since an IFSP is valid for one year from when it was signed, and a child cannot be exited without family consent prior to that date. When children leave the *Early On* system suddenly and you have ongoing assessment data from within 90 days of the Exit date, that data will be used as the exit data for that child. Be sure to use any information gathered from parents during this time to inform the ratings of the child upon exit. However, if recent data is not available (i.e. data that is no more than 90 days old), you may not be able to provide an Exit rating, and will need to document this as an Exceptional Circumstance that prevents you from providing the Exit data.

> *The family has moved in-state.* If the duration of the break in services for the move is short, and/or the family provides notice of the move and actively takes steps to have their record/IFSP transferred to a new program (i.e. indicates desire to continue services), this would NOT be considered an Exit for the purposes of Child Outcomes data collection. The new program would not need to provide an Entry rating, but would assume responsibility for any Annual or Exit ratings.

> *Family has moved out-of-state*. In this case, you would provide Exit data based on the date *Early On* services were discontinued in Michigan.

> *The child is deceased.* In this case, you would not collect or submit Annual or Exit data, and would instead document this as an Exceptional Circumstance that discontinues the Child Outcomes data collection for this child.

Transition planning will take place for children leaving *Early On* at age three, when they are no longer eligible (because of progress), or for any other reason. Using ongoing assessment information at transition will provide important information for both the family and the service coordinator as they determine the next steps for children. Transition plans must be completed at least 90 days prior to the child's third birthday, but the Child Outcomes rating process will need to be completed later, when the child actually exits from Early On, using data collected no more than 90 days before exit. Because of the conflicting timelines, you will not be able to use the same data for the Child Outcomes rating as you used to inform the transition plan.

For children who are transitioning to preschool special education, the exit data from *Early On* will be used as entry data for preschool special education. This provides continuity across the two systems and avoids excess assessment for the child and family. Once again, parent input should be considered in the transition/exit data. It would be helpful to remind parents of the dual purpose of this data; exit from *Early On* and entry into preschool special education.

E. Special Considerations in Determining Child Outcomes Ratings

   i. Adaptations

There are many pathways to competence for children with atypical development (e.g., using sign language, wheel chair). This seems obvious, but may get lost in assessment scores that do not account for alternative ways of demonstrating a particular item. When thinking about achievement of outcomes include any assistive technology, supports or alternative means (e.g., sign language instead of speaking) the child typically uses. (Adapted from Montana's Handbook for Early Childhood Outcomes)

   ii. Culture

Outcomes need to take into consideration how different cultures view typical child development at particular ages. What is expected of a 2 year old in one culture may not be an age expectation in another culture. (Adapted from Montana's Handbook for Early Childhood Outcomes)

   iii. Child and family circumstances

Sometimes, service coordinators/providers work with children who may show little or no progress throughout their time in *Early On*, possibly due to medical conditions or other severe impairments. For these families, the conversation surrounding the determination of the rating should be handled in a sensitive and thoughtful manner. One example could be placing less emphasis on the numerical rating and more emphasis on the description of the rating, including the child's strengths and abilities. While it is important that the parents and team are informed of the child's progress, whether or not it is good, it is not necessary to constantly remind parents of their child's lack of progress by unduly emphasizing this rating.

   iv. Prematurity

Prematurity should be a consideration up to two years of age. This is important in the determination of the child's delay using the assessment tool, and also in the consideration of the rating given for the child outcomes.

v. Foster care

If a child is in a foster care placement, it is important to recognize the biological parent's role (unless rights have been terminated) as well as the foster parent's role in the determination of the rating. Their combined effort contributes to the child's developmental progress. The ratings should be determined with the input of foster parents, as they are the child's primary caregivers and will be the people actively working with the child a majority of the time. However, the biological parent's input is also critical if they are working toward reunification, as they also visit with and interact with their child.

F. HELPFUL TOOLS

There are a number of tools that you may wish to use to help establish the ratings. None are required, although use of the Crosswalks is highly recommended.

- Decision Tree – located above, in section 5D, the Decision Tree can be a very helpful tool. Using a series of questions, it will help you to quickly focus in on the status of the child's functioning. More information about the Decision Tree can be found at the ECO Center website, at:
http://www.fpg.unc.edu/~eco/pdfs/decision_tree_5_10_06.pdf.
- Crosswalks - as indicated above, the assessment tool Crosswalks can also be very useful in determining the child outcome ratings. While it is strongly suggested that you use a Crosswalk if it exists for the assessment tool you are using, please remember that the Crosswalk data should not be used in isolation, but should always be placed in context with other information available about the child.
- Rating 'Cheat Sheet' – the 'Cheat Sheet' developed by Wayne State has quite a bit of information about the rating process condensed onto one page, and it may be helpful to use it as you talk about the ratings, to ensure you have all the information you will need as you report your data to Wayne State.
- Developmental Tracking Sheets – *Early On* Training & TA has developed a series of 'Developmental Tracking Sheets' that can be used in conjunction with some of the most commonly used assessment tools. They help you to track the child's development and progress over time, and may provide a quick and easy way to understand the child's development related to each of the three outcomes. Contact EOT&TA to obtain copies of the Developmental Tracking sheets that are available.

Section 6: How will the early childhood outcomes be collected and reported?

6. Using the Child Summary Data Collection Form

The Child Outcome Summary Form (COSF) will allow local service areas to use existing data sources to provide required data for use in Michigan's Annual Performance Report (APR), on State Performance Plan Indicator SPP3. The COSF is a method for summarizing information from data sources in a way specific to OSEP reporting requirements for Indicator SPP3.

The completion of the COSF will be available through two methods – via an online (web-based) data entry system and a scannable paper format. The Wayne State University (WSU) research team will be collecting data through these methods. The process is described below.

I. The Cheat Sheet

The Cheat Sheet is a tool to assist you with recording information and is not required. It was developed to make recording information for the COSF faster. All the information required on the COSF is listed on the Cheat Sheet and is in corresponding order to the COSF. After the Cheat Sheet is completed, the information needs to be entered into a COSF (online or scannable).The Cheat Sheet **cannot** be substituted for completing a COSF. However, it can be used as a record in the child's file. For copies of the Cheat Sheet, email your EO Coordinator or Christina Peltier at ah9191@wayne.edu.

II. The Online COSF (available March 1, 2007).

Due to the sensitivity of the program, we recommend that you use Internet Explorer to avoid difficulties. Other browsers may work, but we cannot guarantee that you will not experience any problems. Please notify Christina Peltier at ah9191@wayne.edu if any problems occur.

A. Data Security and Reporting

1) *Data security.* All data transmitted and received by the evaluation team will be encrypted using secure sockets layer technology (SSL).

2) *Data reporting.* Data will be analyzed and reported to the Michigan Department of Education at the group level; **no individual children will be identified.**

3) Each local *Early On*® Coordinator from the participating 19 service areas (Cohort 1) will submit a list of approved *Early On* staff to the WSU research team by February 25, 2007. Only staff members listed as approved users will be allowed access to the online COSF system.

ISD:				
First Name	Last Name	Access ID	Phone Number	Business Email
Example: Jane	Doe	0508	313-313-3131	Djane@ISDemail.com

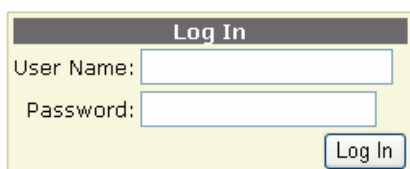## B. Creating an account to access the online COSF system

Go to COSF website (WSU will email the address to *Early On®* Coordinators before March 1). Click the button at the end of the introduction to enter an online COSF.

To access the online COSF system, you will need to create an online account. You will need your access ID (month and birthdate, e.g. May 8 would be 0508).

When creating an account, information entered will be cross-referenced with an approved list. Therefore, when you submit your first and last name, Access ID, and ISD, the information must exactly match the information provided by the *Early On* Coordinator. This is to ensure that only approved staff members are accessing the online COSF system.

Each approved user will:
Click the link "Register here" for first time users at the bottom of the login page.
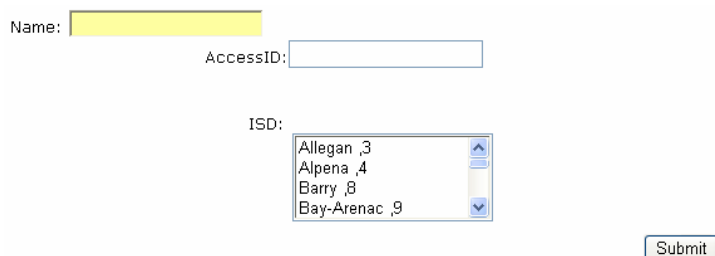
Log In	
User Name:	
Password:	
	Log In

If you are a first time user, *Register here.*

If you have forgotten your password, *Click here.*

Change Password

Enter your name (first and last, e.g. Jane Doe), access ID (month and birthdate of employee, e.g. April 8 would be 0408.), and click your ISD. Click "Submit". This will take the you to the "Sign Up for New Account" page. (If this does not occur, your will need to re-enter your name, Access ID, and ISD.) If you still cannot get to the "Sign Up for New Account" page, please confirm your access ID with your *Early On* Coordinator. They should contact Wayne State if there is a problem.

Name:

AccessID:

ISD:
Allegan ,3
Alpena ,4
Barry ,8
Bay-Arenac ,9

Submit

1) At the "Sign Up for New Account" page:

a. Create a "User Name" that will be easy for you to remember. The "User Name" is not case sensitive.
b. Create a unique password. It must consist of a minimum of 7 letters and/or numbers, and one nonalphanumeric character (e.g. $,#,&,*). The password is case sensitive. For a stronger password, create a password with mixed cases and characters (e.g. smiTH$701A).
c. Confirm your password by retyping it a second time.
d. Type in your business email.
e. Create a question and answer to use in case you forget your password.
f. Remember your "User Name" and password so you can re-enter the program.
g. Click on "Create User". "You have successfully created a password" should appear on the screen below the "Security Answer" box.

2) After registering, approved users can access the online system and begin data entry of the COSF.
a. Click on the "Login" link.
b. Enter your "User Name" and "Password". The "Password' is case sensitive. Click Login.
   - If you forgot your password:
     - Click the link "Forgot your password, click here".
       - Your question will be displayed. You will need to enter in your answer.
       - A new password will be emailed to you.
       - You can change the new password by clicking the link on the Login screen.

   - If you forgot your User Name, contact Christina Peltier at ah9191@wayne.edu or call 1-866-423-9312.

c. Choose if you are entering in a new COSF or finishing a previous COSF.

```
COSF Start Page

Please click on the circle that applies

  ○ New COSF
  ○ Re-enter previous COSF


  [ Continue ]
```

C. Entering in a New COSF

The online COSF system will have a session setting of <u>15 minutes per section</u> (e.g., child identification information, assessment information, outcome ratings, assessment scores). If there is no server activity (i.e., clicking the "save and continue" button) for 15 minutes, it will time-out and you will lose all information in that section. Look over all entered data. Make sure all fields are completed and the data is accurate. Click "save and continue" or "save and logout". Once you click the "save and continue" you will have an additional 15 minutes.

1) <u>Child Identification Information</u>
   All fields are required. To move down the form, click the desired location with your mouse or hit the "TAB" key. Do not use the "Enter" key. You may experience problems if you are not using Internet Explorer and you use the "Enter" key by accident. Your screen may jump to the next section. Click the back arrow on your menu bar and return you to the field you left off in. If this does not fix the problem, and you have already been issued a Unique Code Number, try re-entering the COSF with the Unique Code Number. You should be able to finish where you left off. If you continue to experience problems, contact Christina Peltier at Wayne State University at ah9191@wayne.edu or 1-866-423-9312.

   a. *EETRK Code.* Enter in the child's EETRK code. This is required.

   b. *Child's ID and name.* Type in the child's identification information: Child's first name, middle initial and last name.

   c. *Child's gender.* Mark the gender of the child by clicking on the desired circle.

   d. *Child's DOB.* Enter the date of birth (e.g. 1/1/2006).

   e. *Child's eligibility and race/ethnicity.* Mark the type of eligibility and the race/ethnicity by clicking on the desired circle. If the race/ethnicity is not listed, click other and type in the race/ethnicity into the box .

   f. *Save your data.* Look over all entered data. Make sure all fields are completed and the data is accurate. Click "save and continue" or "save and logout".

g. After you complete the Child ID Information section, the program will issue you an *Unique Code Number (UCN)*. **Record this number** so you can re-access the COSF should you need to complete data entry in a follow-up session.

h. To continue on to the next section, click on "save and continue". If you want to logout of the online COSF form, click "save and logout". If you want to discontiune this specific COSF and enter information for another COSF without logging out, select "Return to the COSF Start Page".

Child Identification Information

EETRK Code

First Name:

MI:

Last Name:

Gender:

○ Male   ○ Female

Date of Birth: (e.g. 1/5/2006)

Type of Eligibility:

○ Early On only   ○ Early On and MI Special Education

Race/ Ethnicity:

○ American Indian / Alaskan Native   ○ Asian/Pacific Islander
○ Black(not Hispanic)   ○ Hispanic/ Latino
○ White(not Hispanic)   ○ Middle East
○ Multi-Ethnic American   ○ Other

If Other Please Specify:

[Save]

2) Data Sources
   All fields are required.

   a. *Comprehensive assessment tool used.* Click the comprehensive assessment that was used to decide the ratings. Select "other" if the assessment used was not listed. If "other" is selected, specify the assessment used in the following field.

   b. *Date Assessment Tool was completed.* Enter the date the assessment was completed (e.g. 1/1/2006).

   Method for obtaining parent input for COSF rating. Click the method for obtaining parent input. Choose as many that apply. If parent input was not included, please click "Not included". If none of the categories seem to fit, choose "Other".

   c. *Date parent input was gathered for COSF ratings.* Enter the date the parent input was gathered (e.g. 1/1/2006). This option will be unavailable if parent input was not included.

   d. *Save your data.* Look over all entered data. Make sure all fields are completed and the data is accurate. Click "save and continue" or "save and logout".

Data Sources

Comprehensive Assessment Tool used in determining rating (Choose only one):

- ○ AEPS   ○ EIDP   ○ Carolina   ○ Battelle
- ○ E-LAP   ○ Brigance ○ IDA   ○ Bayley
- ○ HELP   ○ Other

If Other, please specify: [   ]

Date assessment tool was completed: (e.g. 1/5/2006) [   ]
The date of the assessment should be after July 1, 2006.

Method for obtaining parent input for COSF ratings:
(Choose only one)
- ○ Received in face to face meeting(e.g. Initial IFSP, Annual Review, Exit)
- ○ Collected separately
- ○ Incorporated into assessments
- ○ No parent input

Date parent input was gathered for COSF ratings(e.g. 1/5/2006) [   ]

The date that parent input was gathered should be after July 1, 2006.

[Save and Logout]

[Save and Continue]

3) Outcome Rating
   All fields are required.

   a. *Date COSF ratings were determined.* Enter the date the COSF ratings were determined. (e.g. 1/1/2006)

   b. *Type of rating.* Click the type of rating the COSF was used for (e.g. entry, annual, exit). Only COSFs fitting these categories should be entered online. If you have started a COSF that does qualify as an entry, annual, or exit COSF, select the button "Return to COSF start page".

   c. *Provide a rating for each indicator.* Determine the rating for each indicator from the definitions provided. **Report a rating even if there is no delay for a specific indicator. If there is no delay, "7. Completely" should be selected.**

      1. Not Yet
      2. Between Emerging and Not Yet
      3. Emerging
      4. Between Somewhat and Emerging
      5. Somewhat
      6. Between Completely and Somewhat
      7. Completely

   d. *New skills?* For <u>Annual or Exit</u>, fill out if the child has shown any new skills or behaviors relating to the indicator since the last outcome summary. If "yes", please list any progress in the following field.

   e. *Saving your data.* Look over all entered data. Make sure all fields are completed and the data is accurate. Click "save and continue" or "save and logout".

Outcomes Rating:

Date COSF ratings were determined (e.g. 1/5/2006) [   ]

Type of rating

○ Entry   ○ Annual   ○ Exit

*If there is no delay choose (7).Completely.

Outcome 1 :Children have positive social relationships.

To what extent does the child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

○ 1.Not Yet   ○ 2.   ○ 3.Emerging   ○ 4.   ○ 5. Somewhat   ○ 6.   ○ 7.Completely

For Annual or Exit only:
Has the child shown any new skills or behaviors related to this outcome since the last outcomes summary?
○ Yes   ○ No

Outcome 2 :Children acquire and use knowledge with children and adults.

To what extent does the child show age-appropriate functioning, across a variety of settings and situations, on this outcome?
○ 1.Not Yet   ○ 2.   ○ 3.Emerging   ○ 4.   ○ 5.Somewhat   ○ 6.   ○ 7.Completely

For Annual or Exit only:
Has the child shown any new skills or behaviors related to this outcome since the last outcomes summary?
○ Yes   ○ No

Outcome 3 :Children take appropriate action to meet their needs.

To what extent does the child show age-appropriate functioning, across a variety of settings and situations, on this outcome?
○ 1.Not Yet   ○ 2.   ○ 3.Emerging   ○ 4.   ○ 5.Somewhat   ○ 6.   ○ 7.Completely

Optional – Filling Out Assessment Scores

If you used the **HELP, E-LAP, IDA,** please provide additional data for MDE. For these instruments, we are collecting summary data that will help identify what scores on assessments are associated with which of the seven ratings (described above). This is an optional section. If you choose to complete this section and have used one of the above assessments, click on the appropriate box.

If you need to correct any mistakes on previous sections, do not have all the necessary records, or want to return to this section at a later date, select the save and logout option. If you choose this, **you will need to return to the form to submit it even if you decide not to complete the optional section.**

If you have decided not to complete the optional section and are finished with entry, please select "Submit Form", indicating you have completed the COSF. **Once this is selected, you will be unable to re-enter the child's COSF**, even with the previously assigned code number. If you have submitted the COSF by accident and you were not finished, contact Christina Peltier at Wayne State University at ah9191@wayne.edu or 1-866-423-9312.

After you submit the form, do not forget to choose **"Print COSF"** so you have a completed copy for the child's file. Next, you will be given the option to logout of the COSF website or to go to another COSF without having to login again. If you choose to start a new COSF or access an existing COSF, select "Return to the COSF Start Page". Otherwise select "Logout".

f. HELP

- *Record Computer Scores.* If you used the HELP computer program to generate ratings (before including parent input and other factors), please click on the rating for all three indicators. (1 through 7)

- *Record Raw Scores.* Please record the raw scores for each item listed.

g. E-LAP

- *Record Single Items.* Click "+" or "-".

- *Record Age Levels.* For domains, record the corresponding age level.

h. IDA

- *Record Percent Delay.* Type in the percentile for each domain. Example (95% would be 95, 5% would be 5)

i. *Reviewing and saving your data.* After entering in your scores from the most comprehensive assessment, look over all entered data. Make sure all fields are completed and the data is accurate. Select "Submit COSF" indicating you

completed the COSF. **Once this is selected, you will be unable to re-enter the child's COSF**, even with the previously assigned code number. If you have submitted the COSF by accident and you were not finished, call 1-866-423-9312 or email at ah9191@wayne.edu .

j. *Completion.* After you submit the form, do not forget to choose **"Print COSF"** so you have a completed copy for the child's file. Next, you will be given the option to logout of the COSF website or to go to another COSF without having to login again. If you choose to start a new COSF or access an existing COSF, select "Return to the COSF Start Page". Otherwise select "Logout".

D. Returning to an Incomplete COSF

1) To continue an existing COSF, the you must enter in the *Unique Code Number (UCN)* for that COSF. You must then verify the child's first name and first initial of his/her last name connected with that COSF before continuing data entry. To maintain confidentiality of the child listed on the COSF, once you have re-entered the system and verified the COSF/child for data entry, the child's name will not be visible to you. [This helps to ensure that the child's name is not displayed on-screen unnecessarily.]

Is this the Child's name :   Monica   Clark
Yes   No   (You will not see the child's name again)

2) *Completing COSF.* Upon completion of all sections of the COSF, you will select a button (e.g., "COSF complete") indicating they have completed the COSF**. Once the COSF has been selected as complete, it will no longer be accessible.** If a mistake has been made and a service provider needs a COSF cleared, they can email Christina Peltier at WSU at ah9191@wayne.edu .

III. The Scannable COSF (paper format)

When completing the forms, please *only use original forms provided by WSU*. The scanning equipment is very sensitive to any deviations and will be **unable to read any duplicated forms**. WSU will send additional forms as requested. The entire form must be completed. **Do not leave any answers blank**. To ensure accurate data entry (scanning of forms):

- Do **not** fold or staple forms.

- Pencil or pen can be used.

- Fill in all circles completely.

- Erase all stray marks and errors completely.

- Use additional sheets for comments.

A. PAGE 1 of COSF can be completed by staff that regularly deals with data entry.

1) Child Identification Information

   a. *Child's name and ID.* Write and fill in the child's first name, middle initial, last name, and EETRK code.

   b. *Date of COSF.* Write and fill in the date the COSF ratings were determined. Only include the last two digits of the year. (Example: for April 5, 2007, please mark 040507)

   c. *Type of rating.* Fill in the type of rating timeframe the COSF was used for (e.g. entry, annual, exit). Only COSFs fitting these categories should be entered. If you have started a COSF that does not belong to one of these categories, simply stop filling out this form and do not submit it.

   d. *ISD Code.* Write and fill in the ISD Code. For single digit ISDs, place a zero before the number. (Example: 4, please mark 04)

   e. *Child's DOB.* Write and fill in the child's birth date. Only include the last two digits of the year. (Example: for April 5, 2007, please mark 040507)

   f. *Child's race/ethnicity.* Mark the race/ethnicity by filling in the desired circle. If the race/ethnicity is not listed, fill in other and write in the race/ethnicity.

   g. *Child's eligibility.* Mark the type of eligibility.

   h. *Child's gender.* Mark the gender of the child by filling in the desired circle.

B. Page 2 of COSF must be completed by the staff person responsible for assessing the child.

1) Outcome Rating

   a. *Provide rating for each indicator.* Determine the rating for each indicator from the definitions provided. Definitions for each rating are located in the upper right hand corner. **Bubble in a rating even if there is no delay for a specific indicator. If there is no delay, select "7. Completely".**

   > *1. Not Yet*
   > *2. Between Emerging and Not Yet*
   > *3. Emerging*
   > *4. Between Somewhat and Emerging*
   > *5. Somewhat*
   > *6. Between Completely and Somewhat*
   > *7. Completely*

   b. *New skills?* For <u>Annual or Exit</u>, bubble in if the child has shown any new skills or behaviors relating to the indicator since the last outcome summary.

2) Data Sources

   a. *Comprehensive Assessment Tool.* Bubble in the comprehensive assessment that was used to decide the ratings. Select "other" if the assessment used was not listed. If "other" is selected, write in the assessment used.

   b. *Date assessment tool was completed.* Write and bubble in the date the assessment was completed. Only include the last two digits of the year. (Example: for April 5, 2007, please mark 040507)

   c. *Method for obtaining parent input for COSF rating.* Bubble in the method for obtaining parent input. Choose as many that apply. If parent input was not included, bubble in "Not included". If none of the categories seem to fit, choose "Other".

   d. *Date parent input was gathered for COSF ratings.* Write in the date the parent input was gathered. This option should be left blank if parent input was not included.

C. **PAGE 3 of the COSF, Filling Out Assessment Scores,** is optional. If you used the **HELP, E-LAP, IDA, DAY-C, or Brigance**, Please provide additional data for MDE. For these instruments, we are collecting summary data that will help identify what scores on assessments are associated with which of the seven ratings. This is an additional request beyond what is required by OSEP.

If you need a copy of Page 3, contact your *Early On* Coordinator and tell him or her what assessment form you need.

Each Page 3 will have specific directions on how to complete them.

1) HELP

   a. Record Computer Scores. If you used the HELP computer program to generate ratings before including parent input and other factors, please bubble in the rating for all three indicators. (1 through 7)

   b. Record Raw Scores. Please record the raw scores for each item listed.

2) E-LAP

   a. Record Age Levels. For domains, record the corresponding age level.

   b. Record Single Items. Mark "+" or "-".

3) IDA

   a. Record Percent Delay. Bubble in the percent delay for each domain. Example (95% would be 95, 5% would be 05)

4) DAY-C

   a. Record Percentile. Bubble in and write the percentile for each domain. Example (95% would be 95, 5% would be 05)

5) Brigance

   a. Record Raw Scores. Please record the raw scores for each item listed. (12 would be 12, 5 would be 05)

III. Procedures and Timeline for Sending Data to WSU for Cohort 1

Data should be collected and sent from the service areas in monthly batches to Wayne State University after the training, beginning March 1st. Forms should be priority mailed to:

Center for Urban Studies
Attention: Christina Peltier
656 W. Kirby
3040 F/AB
Detroit, MI 48202

Children entering *Early On* July 1, 2006 or later and **prior** to Child Outcomes training.	Scannable	Send completed COSFs to Wayne State in batches by June 1, 2007.
	Online	Beginning March 1, 2007, complete COSFs by June 1, 2007.
Children entering *Early On* **after** Child Outcomes training.	Scannable	Send completed COSFs to Wayne State in batches, on the first of the month, starting March 1, 2007. The last batch must be sent by August 1, 2007.
	Online	Beginning March 1, 2007, complete COSFs as children are assessed.
Children entering *Early On* July 1, 2006 or later and **exiting** before June 30, 2007 **who were enrolled continuously for 6 months.**	Scannable	Send completed COSFs to Wayne State in batches, by August 1, 2007.
	Online	Complete COSFs by August 1, 2007.

NOTE: All data for children entering Early On July 1, 2006 – June 30, 2007 should be must to Wayne State University by August 1, 2007.

- **A.** Storing the Data (service area).

- **B.** A copy of the completed COSF or Cheat Sheet will be kept for each child's central record, at the service area. A copy should also be offered to the family.

- **C.** What happens when WSU gets the data?
  - 1) Upon receipt of the completed COSFs, WSU staff will perform data entry and store forms in compliance with WSU's Human Investigation Committee (HIC) regulations.
  - 2) Forms will be scanned using Remark software.
  - 3) Data will be saved in a secure SPSS database on computers that are password protected and located in key staff members' offices.

4) Data that does not scan properly will be verified by hand.
5) Paper copies of the COSFs will be stored in a locked file cabinet accessible only to senior research staff.
6) The data will be audited to make sure it matches the hard copies of the forms.
7) Data will be analyzed using SPSS software.
8) A report of findings will be drafted and sent to the Michigan Department of Education.
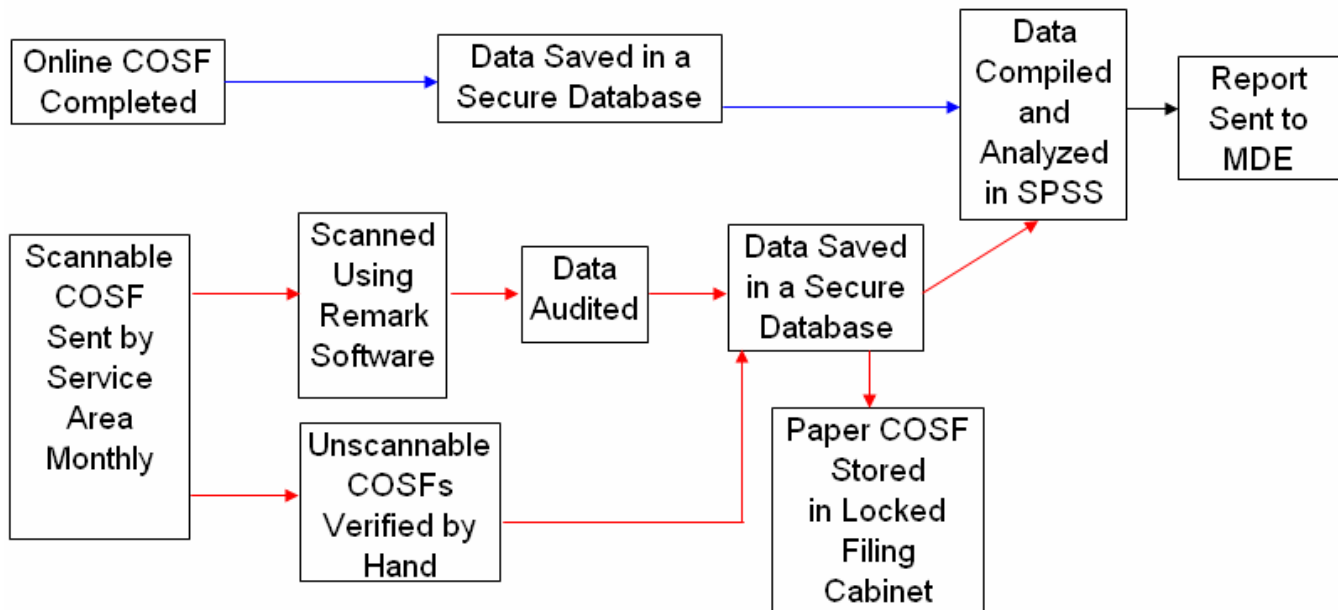
Section 7*: How will the state use the child outcomes data?*

a. Reporting to OSEP

The state will be reporting the Child Outcomes data to OSEP via our Annual Performance Report, which is submitted each year on February 1. APR data will be submitted as follows:

Fiscal Year	APR Report due
July 1, 2005-June 30, 2006	February 1, 2007
July 1, 2006-June 30, 2007	February 1, 2008
July 1, 2007-June 30, 2008	February 1, 2009
July 1, 2008-June 30, 2009	February 1, 2010
July 1, 2009-June 30, 2010	February 1, 2011

See Section 6 for local service area deadlines for submitting COSF data to Wayne State.

b. Reporting to public

In accordance with the provisions of IDEA 2004, the State's Annual Performance Report will include public review and comment. The final APR will be made available for public information after it is submitted each year. The APR includes the Child Outcomes data, under Indicator #3.

Additional Child Outcomes data, organized by local service area, will also be made available annually for public information.

Procedures for making APR data available are under development, and will be announced prior to the posting/distribution of information, likely in the first quarter of calendar year 2007.

c. Making policy decisions

Michigan's State Performance Plan contains the state's targets (projected progress for each indicator) and activities for each fiscal year. The Annual Performance Report measures the state's progress in carrying out those activities and achieving the state's targets. As each APR is developed, the data will be analyzed and used to review progress, slippage, and develop next steps and make policy decisions directed toward improvement of *Early On*.

d. Focused monitoring

Child Outcomes data will be a part of the Service Provider Self Review component of the Michigan CIMs process.   Local service areas will review a sample of their local *Early On* files annually, per SPSR instructions, and will report on the key priority indicators associated with Child Outcomes.

e. Informing training

Analysis of data for Michigan's Annual Performance Report will inform Michigan's need for training and technical assistance. As the APR is developed each year, the State Interagency Team and CSPD grantee will actively review data and activities related to training, to see if the desired outcome was achieved, and make necessary adjustments to help achieve desired outcomes.

f. Informing research and funding

The longitudinal data may aid Michigan and the federal government in identifying further research into evidence based practices. The data could also demonstrate the state- and nationwide effectiveness of early intervention and provide evidence for additional resources.

Section 8: *Resources*

ECO Center resources
(www.the-eco-center.org)

Considerations Related to Developing a System for Measuring Outcomes for Young Children With Disabilities and Their Families http://www.fpg.unc.edu/~eco/pdfs/considerations.pdf

Family and Child Outcomes for Early Intervention and Early Childhood Special Education, April 2005 http://www.fpg.unc.edu/~eco/pdfs/eco_outcomes_4-13-05.pdf

OSEP's Revised Child Outcomes Reporting Requirement for Part C and Part B/619 Programs: What the Changes Mean for States
http://www.fpg.unc.edu/~eco/pdfs/ECO_New%20requirement%20OSEP_9-7-06.pdf

Introduction to Instrument Crosswalks
http://www.fpg.unc.edu/~eco/pdfs/Crosswalk_intro_10-2-06v2.pdf

ECO Center Instrument Cross-walks
http://www.fpg.unc.edu/~eco/crosswalks.cfm

ECO Center Decision Tree for Summary Rating Discussions
http://www.fpg.unc.edu/~eco/pdfs/decision_tree_5_10_06.pdf

ECO Center Child Outcomes Summary form information
http://www.fpg.unc.edu/~eco/outcomes.cfm

ECO Center Presentations
http://www.fpg.unc.edu/~eco/presentations.cfm

Early On® Redesign Website Resources
www.earlyonredesign.com

Early Childhood Outcomes Center Presentation to Michigan Results Teams, 7/29/05
http://www.earlyonredesign.com/Files/Michigan_7_27_05.ppt

Michigan Part C SPP/APR
http://eotta.ccresa.org/PDF/STATE_PERFORMANCE_PLAN_final.pdf

NECTAC resources
Resources relating to State Performance Plans and Annual Performance Reports
http://www.nectac.org/partc/sppapr.asp

Regional Resource & Federal Center Network (RRFC) resources
SPP & APR Information and materials: http://www.rrfcnetwork.org/content/view/248/358/

Section 9: *Contact Information*

For questions regarding the Data Collection form and process:
Christina Peltier
Wayne State University
313.577.8364
ah9191@wayne.edu

For questions regarding including families in the process:
Carol Spaman
Early On® Training & Technical Assistance
866.334.5437
cspaman@edzone.net

For questions regarding policy/other content of this handbook:
Nancy Peeler, Ed.M.
Early On Coordinator for Public Health
State Interagency Team
517.335.9230
peelern@michigan.gov